

**Texas Education Agency
Standard Application System (SAS)**

2018–2019 Texas 21 st Century Community Learning Centers, Cycle 10, Year 1			
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)		FOR TEA USE ONLY Write NOGA ID <small>Place date stamp here</small>
Grant Period:	August 1, 2018 – July 31, 2019		<div style="transform: rotate(-90deg); transform-origin: center;"> RECEIVED EDUCATION AGENCY MAY 31 AM 8:17 </div>
Application deadline:	5:00 p.m. Central Time, May 1, 2018		
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>		
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov		
Schedule #1—General Information			
Part 1: Applicant Information			
Organization name		County-District #	Amendment #
Texans Can Academies		057-804	
Vendor ID #	ESC Region #	DUNS #	
752251099	10	0181385230000	
Mailing address		City	State ZIP Code
325 W. 12 th Street		Dallas	TX 75208
Primary Contact			
First name	M.I.	Last name	Title
James		Ponce	Chief of Schools
Telephone #	Email address		FAX #
(214) 944-1985	jponce@texanscan.org		(214) 946-4427
Secondary Contact			
First name	M.I.	Last name	Title
Mattie		Richardson	Director of Grants
Telephone #	Email address		FAX #
(214) 944-1960	mrichardson@texanscan.org		(214) 946-4427
Part 2: Certification and Incorporation			

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Richard		Marquez	President/CEO
Telephone #		Email address	FAX #
214-944-1985		rmarquez@texanscan.org	(214) 946-4427
Signature (blue ink preferred)			Date signed


 Only the legally responsible party may sign this application.

April 24, 2018

701-18-111-067

Schedule #1—General Information

County-district number or vendor ID: 057804

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057804

Amendment # (for amendments only):

Part 1: Required Attachments

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>Every Student Succeeds Act Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057804

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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Schedule #2—Required Attachments and Provisions and Assurances (cont.)

County-district number or vendor ID: 057804

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> • A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. • A minimum of five days per week for the fall and spring terms. • A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. • A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. • Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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Schedule #2—Required Attachments and Provisions and Assurances (cont.)	
County-district number or vendor ID: 057804	
Amendment # (for amendments only):	
Part 3: Program-Specific Provisions and Assurances	
18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 057-804

Amendment # (for amendments only):

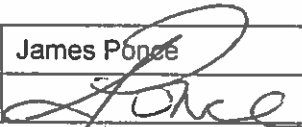


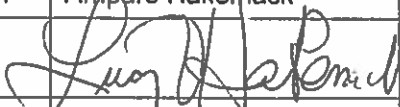
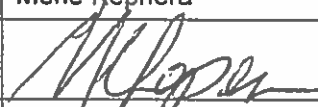


I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable. Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District # 057-804 Dallas Can Academy	James Ponce 	(214) 944-1985 jponce@texanscan.org	\$158,500
Member Districts				
2.	County-District #057-804 Dallas Can Academy, Ross Avenue	Fernando Vadillo 	(214) 824-4226 fvadillo@texanscan.org	\$177,716
3.	County-District #057-804 Dallas Can Academy, Oak Cliff	Faustino Rivas 	(214) 943-2244 frivas@texanscan.org	\$177,716
4.	County-District #057-804 Dallas Can Academy, Farmers Branch	Amparo Hakemack 	(972) 243-2178 ahakemack@texanscan.org	\$159,854
5.	County-District #057-804 Dallas Can Academy, Pleasant Grove	Mene Kephera 	(214) 371-6226 mkephera@texanscan.org	\$177,716
6.	County-District #057-804 Dallas Can Academy, Grant East	Rodney Milliner 	(972) 228-4226 rmilliner@texanscan.org	\$159,854
7.	County-District #057-804 Garland Can Academy	Daniel Johnson 	(972) 441-7202 djohnson@texanscan.org	\$159,854

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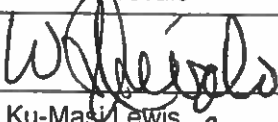
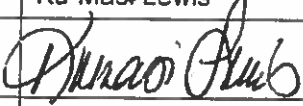
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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 057-804			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
8.	County-District #057-804	William Arevalo	(817) 735-1515	\$159,854
	Fort Worth Can Academy, Lancaser Avenue		warevalo@texanscan.org	
9	County-District #057-804	Ku-Masi Lewis	(817) 531-3223	\$168,431
	Fort Worth Can Academy, Westcreek		klewis@texanscan.org	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				\$1,499,495

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 057804

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Texans Can Academies (Texans Can), a charter system/LEA, in partnership with Dallas County and Tarrant County Community Colleges, is proposing to implement the Project **Start² (Students and Teachers Afterschool Reinforcing Teaching Together)** afterschool program. Texans Can operates a unique network of 13 high-need charter high-schools serving the most at-risk 9th – 12th grade students in Austin, Dallas, Fort Worth, Garland, Houston, and San Antonio. **Project Services:** Texans Can will establish 8 centers in Dallas, Garland and Fort Worth which will collectively serve a total of **975** high-need 9-12th grade students (students in most need of academic assistance) and **350** parents annually. During Fall 2018/Spring 2019, Project **Start²** will operate for 29 weeks, 15 hours/week to provide after-school (Mon-Thurs) and weekend (Saturday) instruction, academic assistance, enrichment, family and parental support, and college and workforce readiness activities. Project **Start²** will also operate a 6-week Summer Learning Institute, providing engaging learning and enrichment activities 4 hours/day, 4 days/week. **Needs Assessment Process.** A comprehensive assessment was conducted to prioritize campuses most in need of 21st CCLC resources. The assessment was led by the Chief of Schools, ACE Project Director, and evaluator, and supported by Texans Can leaders (President/CEO, Instructional Specialists, Principals, etc.) and included the engagement of key community stakeholders and partners. This team will work collaboratively throughout the duration of the project, at no cost to the grant, to determine if and how the assessment process may need to be refined. **Need:** The proposed 8 centers are at significant risk with all campuses eligible for Title I Section 1114, two centers designated as priority schools, and one designated a focus school. Texans Can's students include: **88.2% Economically Disadvantaged; 24% Limited English Proficient; and an astounding 95.5% at-risk** (TAPR 2016-17). Their Class of 2016 had a **dropout rate of 22.6% compared to 6.2% for Texas while only 50.9% of Texans Can students graduated (4 years) compared to 89.1% (Texas).** **Benefits:** Through Project **Start²** students in most need of academic assistance will benefit from after school, weekend, and summer activities balanced across Texas 21st CCLC components (Academic Assistance, Enrichment, Family/Parent Support Services, College and Workforce Readiness). Activities will include: engaging evidence-based after school academic supports and enrichment activities; Saturday Academies; STEM learning; Socio-Emotional Learning (SEL); positive youth development; college and career readiness; and a Summer Learning Institute. All activities will incorporate evidence-based curricula and academic interventions aligned with TEKS and STAAR and will reinforce students' regular academic program. **Alignment to Texas 21st CCLC Goals:** Project **Start²** is designed to meet Texas 21st CCLC goals to assist students in meeting state and local academic achievement standards and to help students graduate ready for college and career. In alignment with Texas ACE objectives, Project **Start²** will provide an accessible, engaging afterschool program which improves students' academic performance, school day attendance, positive behavior, promotion rates, and graduation rates. **Management Plan:** Texans Can, as the lead and fiscal agent, will maintain responsibility of administering and managing the grant and will ensure the program receives consistent, high-quality management and oversight throughout the grant. The Project Director, supported by the Chief of Schools, will coordinate and monitor all activities and ensure the project assists in meeting project goals. The Project Director will supervise Site Coordinators and Family Engagement Specialist and will coordinate efforts with partners Dallas County CC and Tarrant County CC to ensure services are delivered as proposed. The Project Director will regularly communicate project status towards meeting program goals and objectives with the Chief of Schools, President/CEO, and campus principals and will gather feedback for program improvements. **Project Evaluation:** An independent evaluator will conduct a formative and summative evaluation to measure progress in defined areas. Evaluation processes follow those outlined in the Texas ACE Blueprint. **Formative evaluation** will focus on addressing whether or not project activities are being implemented as planned and whether the project is making progress toward achieving Texas ACE objectives. **Summative evaluation** will determine whether or not Project **Start²** brings about positive impacts such a reduction in youth disciplinary incidents; increased academic student performance; increased parental involvement, etc. The evaluator will analyze data on a quarterly basis to assess program strengths and weaknesses, and recommend program modifications to enhance services, as needed. **Budget Development:** Texans Can developed the budget in accordance with 21st CCLC Program Guidelines. The budget includes reasonable funding necessary to meet program objectives and student service targets. **Texas 21st CCLC funds will supplement, not supplant, programs and services provided with local or state funds.** **Statutory Requirements:** Texans Can's application completely and accurately addresses all statutory requirements (Schedule #16) and TEA requirements (Schedule #17) as detailed in respective schedules. **Ongoing Commitment:** Texans Can and partners are committed to ensuring the success of this initiative and the goals of the ACE program. Texans Can will coordinate federal, state, and local programs to make effective use of public resources. To sustain the project beyond the grant period, Texans Can will solicit partner support through in-kind resources while the development team will continue to research, identify, and secure external funding.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 057804	Amendment # (for amendments only):
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	
Grant period: August 1, 2018, to July 31, 2019	Fund code/shared services arrangement code: 265/352

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$856,320	\$0	\$856,320
Schedule #8	Professional and Contracted Services (6200)	6200	\$273,260	\$24,000	\$297,260
Schedule #9	Supplies and Materials (6300)	6300	\$199,217	\$0	\$199,217
Schedule #10	Other Operating Costs (6400)	6400	\$120,698	\$0	\$120,698
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
	Consolidate Administrative Funds			X Yes <input type="checkbox"/> No	
Total direct costs:			\$1,449,495	\$24,000	\$1,473,495
Percentage% indirect costs (see note):			N/A	\$26,000	\$26,000
Grand total of budgeted costs (add all entries in each column):			\$1,449,495	\$50,000	\$1,499,495

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$1,316,995	\$24,000	\$1,340,995
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Administrative Cost Calculation

Enter the total grant amount requested:	\$1,473,495
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$73,675

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 057804			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher		18	\$180,000
2	Educational aide			\$
3	Tutor		20	\$84,000
Program Management and Administration				
4	Project director (required)	1		\$60,000
5	Site coordinator (required)	8		\$360,000
6	Family engagement specialist (required)	1		\$45,000
7	Secretary/administrative assistant			\$
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Title			\$
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$729,000
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		\$
24	6119	Professional staff extra-duty pay		\$
25	6121	Support staff extra-duty pay		\$
26	6140	Employee benefits		\$127,320
27	Subtotal substitute, extra-duty, benefits costs			\$127,320
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$856,320

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 057804		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Big Thought - Delivers customized learning experiences that ignite the imagination of youth from under-resourced communities and help close the opportunity gap.	\$30,000
2	Fit and Faithful Living - Promotes Social Emotional Learning experiences, fitness activities to improve health, nutrition, and food portion control.	\$15,000
3	The First Tee of Greater Dallas - Provides educational opportunities that build character, instill life-enhancing values, and promote healthy choices.	\$60,000
4	Dallas County Community College - Provides opportunities for students to obtain CTE certifications and college credits while in high school.	\$50,000
5	Tarrant County Community College - Provides opportunities for students to obtain CTE certifications and college credits while in high school.	\$50,000
6	CodeStream Studios LLC - Teaches computational thinking and problem solving skills through coding to students.	\$25,000
7	External Evaluation Services, EGT Institute, Inc. – Implement evaluation services for continuous improvement.	\$24,000
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$254,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$43,260
(Sum of lines a, b, and c) Grand total		\$297,260

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 057804

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$199,217
Grand total:		\$199,217

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 057804		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$6,250
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$114,448
Grand total:		\$120,698

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 057804			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 057804

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Project Director, Ms. Mattie Richardson, holds a Masters of Business Administration, M.S. in Reading, and B.S. in Business Education. She has over 17 years of experience managing federal and state educational programs including multi-center ACE programs and programs with budgets of this magnitude. Qualifications: Minimum Bachelor's degree Education/related field), Masters preferred; five years of program and fiscal management of 21 st CCLC; three years' experience in education and supervisory experience. Experience in program development, marketing, implementation, data reporting, evaluation, and fiscal management.
2.	Site Coordinator(s)	Qualifications: Bachelor's degree in education/related field, Masters preferred, Texas Teaching Certificate with a minimum of three years of experience in teaching in high school setting with at-risk children and substantial experience implementing and organizing educational non-traditional programs. Experience overseeing after school programs preferred.
3.	Family Engagement Specialist	Qualifications: Bachelor's degree in education, three years of experience in coordinating family self-efficiency programs, experience working in an educational, social service or family support setting with diverse groups and substantial experience in working with community agencies.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1.	Increase student academic performance by providing academic supports	1. Coordinate ACE academic supports with teachers.	08/01/2018	08/15/2018
		2. ACE academic lessons and supports finalized.	08/01/2018	08/24/2018
		3. Students at risk of failure or dropout identified.	08/01/2018	08/24/2018
		4. ACE program starts. Begins providing academic supports, targeted tutoring, homework assistance.	08/27/2018	07/05/2019
		5. Individual Education Plans created for all students.	08/27/2018	09/07/2018
2.	Improve student attendance by engaging students and parents in programming	1. Implement extensive ACE marketing/outreach plan.	08/01/2018	08/24/2018
		2. Finalize engaging enrichment programming.	08/01/2018	08/24/2018
		3. ACE program starts. Begin enrichment programs.	08/27/2018	07/05/2019
		4. Parent Involvement Council (PIC) established and meets regularly.	09/10/2018	07/05/2019
		5. Start Saturday Academies and Parent Involvement.	09/15/2018	04/26/2019
3.	Improve student behavior by engaging students and parents in programming	1. Social-emotional learning/promoting healthy choices	08/27/2018	07/05/2019
		2. Training to increase parental school involvement.	09/10/2018	04/26/2019
		3. Parent and youth communication skills training.	08/27/2018	04/26/2019
		4. Parent Council provides parent training.	09/15/2018	04/26/2019
		5. Strong Fathers/Strong Families support provided.	09/15/2018	04/26/2019
4.	Improve student promotion rates by providing academic supports	1. Targeted evidence-based academic literacy support	08/27/2018	07/05/2019
		2. STAAR-aligned tutoring and test preparation.	08/27/2018	07/05/2019
		3. Enrichment activities that compliment school work.	08/27/2018	07/05/2019
		4. College and career awareness activities provided.	08/27/2018	07/05/2019
		5. Professional development for teachers.	08/27/2018	07/05/2019
5.	Improve student graduation rates through college/ career readiness	1. Serve students most in need of academic support.	08/27/2018	07/05/2019
		2. Students receive personalized instruction/tutoring.	08/27/2018	07/05/2019
		3. Students receive standardized test preparation.	08/27/2018	07/05/2019
		4. Career exploration and college preparation.	08/27/2018	07/05/2019
		5. Introduction to college/careers through college visits	10/01/2018	07/05/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057804

Amendment # (for amendments only):

Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Texans Can Academies (Texans Can), a charter system/LEA, is proposing to implement the Project **Start²** (**Students and Teachers Afterschool Reinforcing Teaching Together**) after school program. Texans Can operates a unique network of 13 high-need charter high-schools serving the most at-risk 9th – 12th grade students in Austin, Dallas, Fort Worth, Garland, Houston, and San Antonio. Texans Can's target population is at-risk and underserved youth and includes a high percentage of minority, limited English proficient, low-income, and some of the most undereducated students in Texas. During the development of the proposed Project **Start²**, Texans Can conducted comprehensive community and campus needs assessments to identify the specific needs of students, families, and the community as well as to identify schools most in need of out-of-school time services. Multiple objective data sets, including charter and campus level data and student academic achievement, were reviewed including: annual state standardized test scores (STAAR-EOC), Texas Education Agency (TEA) 2016-17 district and campus Texas Academic Performance Reports (TAPR), Texans Can's district and campus improvement plans, school performance reports, and Texans Can student, parent, and educator surveys. In addition, focus groups were held with students, parents, and school administrators and teachers. Project **Start²** has been designed based on findings from review of all objective data, principles of effectiveness, related research in effective after school programs, and the Texas ACE Blueprint. In addition, Project **Start²** has been designed to meet the statutory requirements and performance measures mentioned in TEA'S Program Guidelines and will serve as an overall vehicle guiding the implementation of Project **Start²**. **COMMUNITY ASSESSMENT:** A thorough systematic community needs assessment was conducted to determine the need for after-school centers, to identify meaningful activity types, to locate community resources, and identify gaps in services. Through this process, Texans Can identified notable gaps and weaknesses related to the school's infrastructure, resources, practices, instruction, and support mechanisms that led to the design of Project **Start²**. Texans Can serves one of the largest percent of at-risk minority students, with some of the highest poverty levels, high dropout rates and a high number of mobile students in the state. Texans Can currently serves 5,262 students in grades 9 – 12 through its 13 campuses statewide, many of which are categorized as some of the hardest to serve at-risk, low-income, minority student populations in Texas. Of the 5,262 students served statewide: 66.8% are Hispanic; 29.7% are African-American; 88.2% are Economically Disadvantaged; 24% are Limited English Proficient; and an astounding 95.5% are at-risk (TAPR 2016-17 District Profile). Texans Can's Class of 2016 had a dropout rate of 22.6% compared to 6.2% for Texas while only 50.9% of Texans Can students graduated (4 years) compared to 89.1% (Texas). Texans Can students' 2017 STAAR results were significantly below state results for most core subjects including Reading (38% TC vs 72% TX), Math (62% TC vs 79% TX), and Science (67% TC vs 79% TX). The targeted 8 campuses are eligible for school wide programs under Title I Section 1114 and far exceed the 40% economically disadvantaged status. Further, two centers are designated as priority schools (Dallas Can Carrollton-Farmers Branch and Dallas Can Charter-Ross Ave) while one center (Dallas Can-Pleasant Grove) designated as a focus school. Texans Can selected 8 of its charter schools identified as most in need including schools implementing comprehensive and targeted support and improvement activities under ESSA and that enroll students who may be at risk for academic failure. Based on this criteria, Texans Can chose the following Dallas, Fort Worth, and Garland centers, all which exceed the state at-risk rate of 50.3%.

Schools	Minority	Low-Income	At-Risk	Drop Out	Schools	Minority	Low-Income	At-Risk	Drop Out
Ross Ave	97.3%	90%	95.3%	3.9%	Grant East	97.9%	99.4%	97.7%	6.9%
Oak Cliff	98.6%	96.8%	94%	9.2%	Garland	88.2%	66.9%	85%	-
Carrollton	95.7%	83.8%	93.4%	12.5%	FW Lancaster	97.3%	87.6%	97.3%	9.7%
Pleasant Grove	99.7%	95.3%	96.9%	9.9%	FW Westcreek	94.7%	84.4%	92.8%	12.6%
STATE	71.9%	59%	50.3%	2.0%	*Source: 2016-2017 TAPR Campus Profiles				

Needs of Working Families: As part of the community assessment, Texans Can conducted student and parent surveys (Spring 2018) to determine needs of working families/students. Parent Surveys show a high need for engaging after-school programs (84%), academic supports for students (92%), and college/career readiness programs (87%). Student Surveys showed interests in afterschool programs providing homework assistance (72%), arts, dance, music (78%), athletics/sports (84%), and college/career readiness (80%). **Community Resources:** An examination of resources available in this community was conducted via asset mapping to prioritize pressing needs; avoid duplication of other projects with similar activities; and leverage and maximize resources within this community. Asset mapping found that after school programs in these communities are located at minimum 5 miles away with most at significant costs.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057804

Amendment # (for amendments only):

Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☒ This applicant is part of a planned partnership.☐ This applicant is unable to partner.

Planned Partnership Texans Can, is proposing to implement Project **Start²** – an engaging after school program designed to meet Texas Afterschool Centers on Education (ACE) objectives to improve academic performance, school day attendance, positive behavior, grade promotion rates, and graduation rates. To meet the multitude of needs, gaps in services, and at-risk factors identified in its extensive and comprehensive community and charter needs assessment (described above), Texans Can administrators and staff explicitly sought out partnerships with diverse organizations from throughout the community that could: 1) expand the charter's capacity to successfully implement Project **Start²** and achieve program goals, 2) increase the scope and quality of services provided, and 3) increase likelihood of sustainability. After an extensive search to identify key partners that add value and demonstrate an expansion in Texans Can's service delivery capacity, Texans Can formed a unique planned partnership with Dallas County Community College (Dallas County CC) and Tarrant County Community College (Tarrant County CC) (***Partnership Letters attached**). Both Dallas County CC and Tarrant County CC are diverse institutions of higher education from the local communities that will fully assist with the successful implementation and scalability of the 21st CCLC program. **Contributions Toward Achieving State Objectives:** Dallas County CC and Tarrant County CC will assist Texans Can with the successful implementation of Project **Start²** including project development, provision of services, evaluation of program effectiveness, and on-going sustainability efforts. Collectively, all three organizations strategically developed Project **Start²** activities and services to achieve the statewide program's measures of effectiveness including increasing: 1) academic performance; 2) school day attendance; 3) positive behavior; 4) grade promotion rates; and 5) graduation rates. As such, Project **Start²** offers opportunities beyond the regular school day for students to participate in academic assistance, college and career readiness, family and parental support services, and enrichment activities. **As described in their letters of partnership**, both Dallas County CC and Tarrant County CC are: • committed to sustaining the program over time, • will actively participate in program planning, development, and implementation, and • will have a pivotal role in delivering academic strategies and enrichment services, particularly college awareness and career readiness activities, required to increase the academic performance of students and meet or exceed statewide ACE program objectives. All partners will contribute to improving academic achievement through the provision of academic enrichment activities designed to support students in meeting academic achievement standards in core academic subjects while reinforcing and complementing the regular academic program of participating students. Specifically, Dallas County CC and Tarrant County CC will support Texans Can in designing and delivering Project **Start²**'s wide range of academic and enrichment opportunities such as engaging STEM-based and socio-emotional learning (SEL), behavioral and social skills development, student leadership training, college and career readiness, financial aid and literacy workshops and enrichment strategies for students, parents, and educators. Dallas County CC and Tarrant County CC will provide college and career readiness activities to promote a college-going culture including providing students and parents information about college admissions and financial aid processes and exposing students to a multitude of engaging careers, including STEM professions. All partners will also contribute towards meeting TEA's Critical Success Factors for ACE as identified in the Texas ACE Blueprint including: • Students' and families' active participation and engagement in learning; • Students' and families increased sense of involvement in school; • Implementation of strategies learned through training; and • Use of assessment data to revise/evaluate student services. **Sustaining the Program:** Immediately upon contract award, all partners, supported by the ACE Advisory Council, will implement on-going strategizing for sustainability efforts including: • establishing collaborative relationships with community partners, Chamber of Commerce, etc. to support programming; • identifying corporate, foundation, and government grant funding opportunities; and • securing in-kind resources/services from supporting providers to sustain activities. Texas 21st CCLC funds will supplement, not supplant, programs and services provided with local or state funds. **Supporting Organizations:** Project **Start²** will also collaborate with the following local organizations in the delivery of ACE services: Big Thought; Fit and Faithful Living; First Tee of Dallas; City of Dallas/City of Fort Worth Parks and Recreation, Workforce Solutions, University Crossroads, UT Arlington, Circle 10 Council University of Scouting, Texas A&M Agrilife, Wee Can Academies, Be a Champion for Food, Texas Charter School Academic & Athletics, WINGS for Women/Families, and Camp Fire. These partners deliver engaging academic, STEM based learning, socio-emotional learning, behavioral, student leadership development and enrichment programs. These organizations will support Project **Start²** efforts to increase academic achievement levels of target students while improving their behavior, attendance, promotion, and graduation rates, as well as increase family member competencies.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057804

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Texans Can charter system/LEA currently serves 5,262 students in grades 9 – 12 through its 13 campuses statewide, many of which are categorized as some of the hardest to serve at-risk, low-income, minority student populations in Texas. Of the 5,262 students served statewide: 66.8% are Hispanic; 29.7% are African-American; 88.2% are Economically Disadvantaged; 24% are Limited English Proficient; and an astounding 95.5% are at-risk (TAPR 2016-17 District Profile). For the Class of 2016, only 50.9% of Texans Can students graduated compared to 89.1% for the state while 22.6% of Texans Can students dropped out of high school compared to 6.2% for the state (4-Year Longitudinal Rate). Serving a student population with a multitude of risks and challenges, the need to provide students out-of-school programming that impacts their academic performance, behavior, advancement, graduation, and career competencies is critically important. Texans Can, Dallas Community CC, and Tarrant County CC specifically designed Project *Start*² to address these needs.

Project *Start*² will provide an all-inclusive out-of-school program beyond the regular school day that will offer a wide array of supplemental academic, artistic, and enrichment opportunities to Texans Can students and their families, particularly those identified as at risk of academic failure or drop out. Activities are aligned with TEKS and STAAR and are designed to support students in meeting academic achievement standards in core academic subjects while complementing the regular academic program of participating students. Project *Start*² will provide: 1) targeted TEKS aligned, evidence-based academic interventions, enrichment, tutoring, and homework support to students identified in most need of academic assistance; 2) engaging, interactive enrichment activities; 3) Saturday Academies which provide opportunities for parent/student engagement and learning; and a 4) Summer Learning Institute to minimize summer learning loss and support learning in all core content areas and enrichment areas (Reading, Writing, Science, Math, Social Studies, etc.).

Impact Performance: In summarizing 10 years of research on afterschool programs, the Harvard Family Research Project determined that afterschool programs can have an impact on academic achievement (Little, Wimer, & Weiss, 2008). Project *Start*² activities to improve student achievement levels will include evidence-based remedial education activities and academic enrichment learning programs including providing additional assistance to allow students the opportunity to improve their academic proficiencies in core subjects. This will be achieved through: project-based enrichment activities that complement school work; targeted tutoring services and remediation support; literacy and numeracy development; homework assistance; credit recovery; and STAAR-EOC test preparation. This approach will rely upon innovative teaching strategies and technology-based and hands-on activities aligned with students' academic needs and interests. Students requiring additional assistance will receive individual or small group tutoring directly aligned with classroom instruction.

Improve Attendance: Project *Start*² will improve attendance by providing highly engaging, interactive activities that encourage student learning and build their self-esteem including: • Socio-emotional learning (SEL) activities to strengthen leadership skills, character, creative expression, civic engagement, etc.; • Health, wellness and physical fitness activities; • Project-based enrichment activities with real-world connections which enhance students' team-building, critical thinking, and problem solving skills; and • College and career readiness that generates an exciting college-going atmosphere.

Decrease Discipline Referrals: Research and evaluation studies have shown that participation in afterschool programs during high risk times (3:00 pm – 6:00 pm) help decrease youths' exposure to and involvement in risky and maladaptive behaviors, have a positive impact on juvenile crime, and help reduce pregnancies, teen sex, and drug use (Ward, C.; Gibbs, B.; Buttars, R.; Gaither, P.; Burraston, B., 2015). As such, Project *Start*² will strategically provide: 1) Social-emotional learning and project-based activities that promote healthy decisions and lifestyle choices; 2) Parent engagement, outreach, and skills training to support positive parent/youth communication support; 3) Activities for students and parents that build literacy, self-esteem, and self-confidence; 4) Service learning to teach civic obligations.

Promote Academic Advancement: Project *Start*² will offer: 1) Systematic assessment strategies, diagnostic and post-testing, behavior management, frequent monitoring, and create student support teams; 2) Differentiated instruction and Individual Education Plans; 3) Classroom/STAAR-aligned tutoring and homework assistance; 4) Innovative learning strategies that actively prepare students for real-world applications; and 5) Professional development for educators on instructional strategies that actively engage students in the learning process. **Improve Graduation Rates and Career Competencies:** Project *Start*² centers will: 1) Target students most in academic need and less likely to graduate; 2) Provide targeted and personalized academic support, tutoring, and standardized test-preparation; 3) Involve students and parents in decision making; 4) Provide career exploration to build career competencies by assessing students' skills and interests; 5) Create a college going culture by exposing students and parents through college visits and presentations.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057804

Amendment # (for amendments only):

Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Research/Evidence-based Practices: Research demonstrates that students who participate in targeted, structured after-school academic programs demonstrate an increased knowledge in core academic competencies and performance. Multiple studies found that students who participate in afterschool programs achieve higher grades and higher standardized test scores than students who do not participate in afterschool programs (Shernoff, D., 2010). Building upon these findings, Project **Start²** was designed utilizing research that demonstrates afterschool programs enhance students' academic performance, achievement and youth development. For example, research shows that regular student participation in 21st CCLC programs was consistently associated with higher state assessment scores in reading and math (Naftzger, N., Nistler, M., Manzeske, et al., 2013). Another evaluation of 21st CCLC programs found a positive, statistically significant relationship between greater attendance and improvement in student motivation, attentiveness, prosocial behaviors, and homework completion and quality (Naftzger, N., Vinson, M., Manzeske, D., & Gibbs, C., 2011). As such, Project **Start²** will incorporate the following proven-effective supports.

Enhancing Academic Performance: An evaluation of an afterschool program in Washington, D.C., found that after two years in the program, students showed significant academic gains and much greater improvements in their reading and problem-solving scores than students not participating in the program (Herrera, C., et. al. 2011). Additional studies demonstrate that students who participate in after-school programs achieve higher grades and higher standardized test scores than students who do not participate in after-school programs (Shernoff, D., 2010). Project **Start²** has been strategically designed to utilize research findings, evidence, and best practices to provide educational and enrichment activities that complement and enhance academic performance, achievement, college and career readiness, and positive youth development of participating students. To ensure students are mastering TEKS and STAAR core academic concepts, Project **Start²** complements daily learning and academic instruction with targeted extended day learning opportunities. All eight (8) centers will offer after school learning supports and intervention activities for students three hours per day, Monday – Thursday and Saturday. Targeted tutoring, homework assistance, and hands-on learning activities will be designed to support Texans Can's at-risk students in: • remedial academic intervention; • credit recovery; • increasing academic proficiencies in core academic; • meeting state and local academic achievement standards; and • graduate college and career ready. Research demonstrates that students with high parental involvement in their academic careers overall demonstrate significant higher grade point averages and mastery of basic skills (Topper, D., et al, 2011). In alignment with this research, Project **Start²** incorporates Saturday Academies every Saturday of the month (3 hours) which provide opportunities for parents and students to come together to participate in engaging learning activities; provide parents insight into what their child is learning in school in school; and allow parents to increase involvement in their child's learning and gain skills to effectively support student learning at home. Parents are also encouraged to participate in the Parent Involvement Council (PIC), led and operated by parents, which provides parents a wide array of opportunities to become actively involved in their child's education. The PIC provides feedback on Project **Start²** activities, recommendations for new programs, and program volunteer support. Summer Learning Institute: Supported by evidence which demonstrates that summers spent without learning significantly contributes to the underachievement of students (Smink, J., 2011), Project **Start²** will host a 6-week Summer Learning Institute to support learning in all core content areas as well as STEM. The Institute will utilize methods of effective/ promising programs (experiential learning techniques, field based instruction) and will encompass: literacy development, credit recovery, career exploration, college and career readiness (assistance with college admissions and financial aid applications, college search, and trips to local colleges/universities), standardized test preparation, STAAR-EOC preparation, targeted tutoring, and Socio-Emotional Learning. **Positive Youth Development:** Evaluations of 21st CCLC programs in one state revealed a positive and statistically significant relationship between greater attendance and improvement in student motivation and attentiveness, prosocial behaviors, and homework completion and quality (Naftzger, N., Vinson, M., Manzeske, D., & Gibbs, C., 2011). To support students' positive youth development, Project **Start²** incorporates numerous engaging social-emotional learning (SEL) and skills building activities to strengthen leadership skills, character, creative expression, civic engagement, etc. **College and Career Readiness:** To encourage a college-going culture, Project **Start²** will provide college readiness activities addressing college admission and financial aid, programs of study, college entrance requirements, etc. Students will be supported in college search, completing admissions/financial aid applications, and participate in college/university tours. Career readiness will include exposure to high demand careers (including STEM), career search, project-based learning in specific fields (robotics, design, etc.) and professional presentations.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057804

Amendment # (for amendments only):

Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Project Start² Program Activities: Project Start² will provide a comprehensive and highly engaging after-school, weekend and summer program that will offer evidence-based academic supports and interventions and enrichment opportunities to students and their families, particularly to at-risk, low-income and English Language Learners during non-school hours. Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day, include interactive project-based learning and hands-on activities, and be aligned with a documented student need.

Regular School Year Activities: Project Start² will provide an all-inclusive out-of-school program beyond the regular school day that will offer a wide array of supplemental academic, artistic, and enrichment opportunities to Texans Can students and their families, particularly those identified as at risk of academic failure or drop out. Activities are aligned with TEKS and STAAR and are designed to support students in meeting academic achievement standards in core academic subjects while complementing the regular academic program of participating students. During the regular 2018-2019 school year (fall/spring), the ACE Program will provide academic assistance, enrichment, family and parental support, and college and workforce readiness activities for 15 hours per week (Mon-Thurs and Saturday) for 29 weeks at 8 participating centers. Activities will engage students in active learning through innovative, evidence-based instructional techniques, academic supports, and behavioral interventions. To support overall student academic achievement, including students' benchmark, STAAR scores, and grades in core subjects, the ACE Program will provide developmentally appropriate: 1) targeted, TEKS aligned, evidence-based academic interventions, enrichment, tutoring, homework support, and credit recovery to students identified in most need of academic assistance; 2) theme-based literacy and numeracy instructional units; 3) STAAR-EOC preparation, and standardized test preparation; 4) enrichment activities such as: • project based learning, • educational field trips • sports, physical fitness, and wellness activities, • arts (hip hop, dance, theatre, visuals arts), and • computer literacy, etc.; 5) Socio-Emotional Learning (SEL) including: • drug and violence prevention programs, • character and youth leadership development; 6) college and career readiness activities; and 7) Saturday Academies which engage parents and students in learning such as: • expanded tutorial, enrichment, and social emotional learning opportunities for youth, • credit recovery, • college awareness including assistance with college admissions and financial aid applications, college search, and trips to local colleges/universities, • career readiness including career exploration, trips to work sites, professional presentations, etc., and • financial literacy, adult education, parenting skills, etc.

Summer Activities: Project Start² will also provide an engaging, interactive educational Summer Learning Institute to support continued learning and minimize summer learning loss. The Summer Learning Institute will encompass: literacy development, credit recovery, career exploration, college and career readiness (assistance with college admissions and financial aid applications, college search, and trips to local colleges/universities), standardized test preparation, STAAR-EOC preparation, targeted tutoring, and Socio-Emotional Learning (positive behavioral skills development, drug and violence prevention programs, character and youth leadership development). The Summer Learning Institute will also include a STEM (Science, Technology, Engineering, Math) component through which youth will be engaged in interactive, hands-on STEM activities exposing them to advanced learning in these areas as well as careers in these fields. The Summer Institute will operate for 6 weeks, 4 hours per day (Monday-Thursday).

Activities to Improve Student Achievement: Project Start² activities are designed to support students in meeting academic achievement standards in core academic subjects while reinforcing and complementing the regular academic program of participating students. To ensure the academic success of participating students and support their academic achievement, Project Start² is aligned with the Texas Essential Knowledge and Skills (TEKS) and the State of Texas Assessment of Academic Readiness (STAAR). Each center will be equipped with the after-school services that will close achievement gaps, improve student achievement and create an educational structure that supports all learners to improve academic performance, promotion rates, and graduation rates, creating a generation of college and workforce ready students. Activities to improve student academic achievement levels consist of educational intervention activities to close any gaps in learning and academic enrichment learning programs including targeted, TEKS aligned, evidence-based academic interventions and prescriptive tutoring afterschool to the students identified in most need of academic support. Additional activities to improve student learning include: • project-based enrichment activities; • literacy and numeracy development; • homework assistance; • study skills development; credit recovery/retrieval; and • STAAR-EOC test prep. This approach will rely upon innovative teaching strategies, as well as technology-based, hands-on activities aligned with students' interests. Students needing additional assistance will receive prescriptive individual or small group tutoring.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057804

Amendment # (for amendments only):

Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Texans Can, Dallas County CC, and Tarrant County CC are committed to supporting the success of Project **Start²** and participating students, parents, and families. As a charter LEA in existence for more than 30 years, Texans Can is well adept at recruiting eligible students to enroll in its charter schools as well as participate in the multitude of support programs made available to them. To make the best use of outreach efforts, immediately upon award of contract, Project **Start²** staff will recruit key stakeholders to form a formal Project **Start² Marketing Team** (Marketing Team) that will include, but is not limited to: teachers, educators, staff, parents, businesses, and community and government leaders. The Marketing Team, with the support of key partners (Dallas County CC, Tarrant County CC) and service providers, will execute an extensive outreach and marketing plan to recruit potential participants as well as to disseminate information about the program throughout Dallas, Fort Worth, and Garland.

Outreach and Marketing Plan: Outreach information will be disseminated throughout the Dallas, Fort Worth, and Garland communities through a multitude of measures to ensure that it is easily accessible by local students, parents, and families. To initiate this extensive plan, the Marketing Team, Project **Start²** Project Director, Site Coordinators, Family Education Specialist, key partners, and supporting providers will be devoted to the outreach and marketing efforts to ensure local residents are fully aware of community learning centers, educational opportunities, locations, schedules, and campus contacts. Project **Start²** staff will work closely with school administrators and staff at each participating center/campus, key partners, supporting providers, local community and faith-based organizations, and other youth-serving entities to disseminate program information and implement an extensive marketing/community outreach initiative including:

- Promoting program through Texans Can's, key partners', and supporting providers' websites and social media pages;
- Creating and distributing informational flyers, brochures, and district newsletter (electronic and hard copies) to partner organizations, students, parents, caregivers, teachers, and community;
- Distribution of flyers and posting of large informational signs throughout local neighborhoods and communities;
- Public service announcements and press releases; posting of information in local newspapers; and
- Announcements and presentations at: Texans Can new student/parent orientations in the Dallas, Fort Worth, and Garland areas, monthly and quarterly School Board meetings, and PTSA meetings.

To ensure that all outreach efforts are understandable, accessible, and transparent, all marketing information (written, verbal, and electronic) will be available in both English and Spanish. Further, the Texas ACE© logo will be included in all outreach and communication materials and will comply with Texas ACE© branding guidelines.

Site Coordinators will play a critical role in community-wide dissemination of information and in student recruitment efforts by making presentations at various school events and functions including PTSA and Parent University meetings, Back to School Nights, student assemblies, in-school announcements, and all staff meetings. The following service providers have also agreed to actively disseminate information about Project **Start²** to their clients and participants: Big Thought; Fit and Faithful Living; the First Tee of Greater Dallas, City of Dallas and City of Fort Worth Parks and Recreation, Workforce Solutions of Texas, University Crossroads, UT Arlington, Circle 10 Council University of Scouting, Texas A&M Agrilife, Wee Can Academies, WINGS for Women and Families, Be a Champion for Food Program, Texas Charter School Academic & Athletic, and Camp Fire. Project **Start²** Site Coordinators will also set-up informational displays and posters at participating school campuses, local community events, recreation centers, parks, and community organizations which attract Texans Can students and working families.

To supplement outreach and recruitment efforts, Texans Can will also air public radio announcements as it does with its highly successful business enterprise, Cars for Kids. Texans Can markets this program throughout the year through public service radio announcements in both English and Spanish and will similarly market Project **Start²**. Additionally, Texans Can will host recruitment drives at participating centers throughout the school year, once per semester at minimum, to further engage and recruit eligible students for participation. Finally, Texans Can will recruit active students to personally get involved in outreach efforts by speaking at school and local community groups and coordinating information and access fairs to overall promote the community learning centers. All materials will be in easy-to-read language (English and Spanish) and will outline the specific steps of the enrollment process, locations, and contact person, to ensure all students and parents have equal access to information and to the centers. Upon program commencement, the program will regularly communicate program information to Project **Start²** student and parent participants, key partners, and supporting providers through: Texans Can's websites, social media; Weekly/monthly distribution of e-newsletters; quarterly reports to Texans Can School Board detailing Project **Start²** progress; etc.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057804

Amendment # (for amendments only):

Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Project Start² Center Locations:

Texans Can and partners are proposing to implement Project **Start²** centers in eight (8) Texans Can's high school campuses throughout Dallas, Fort Worth, and Garland. Center locations include the following:

Project Start² ACE Program Centers and Locations

Dallas Can Academy, Ross Avenue	4621 Ross Avenue Dallas, TX 75204	Dallas Can Academy, Grant East	2901 Morgan Drive Dallas, TX 7524 1
Dallas Can Academy, Oak Cliff	325 West 12 th Street Dallas, TX 75208	Garland Can Academy	2256 Arapaho Rd Garland, TX 75044
Dallas Can Academy, Carrollton/Farmer's Branch	2720 Hollandale Farmers Branch, TX 75234	Fort Worth Can Academy, Lancaster Avenue	1316 Lancaster Avenue Fort Worth, TX 76102
Dallas Can Academy, Pleasant Grove	1227 North Masters Drive Dallas, TX 75217	Fort Worth Can Academy, Westcreek	6620 Westcreek Drive Fort Worth, TX 76133

Serving the most impoverished communities in Dallas, Garland, and Fort Worth, each of the aforementioned campuses is strategically and intentionally located in the heart of inner-city communities so that Texans Can is able to reach and serve youth and families most in need of academic and educational supports. As such, these high schools are within walking distance or a short transit bus ride from the homes of most students.

Transportation Needs of Participating Students:

Serving high school aged youth, more than half of Texans Can student participants either walk to and from school, ride a city bus, or provide their own transportation by driving themselves or securing rides with parents/guardians or other licensed individuals (friends, relatives, etc.).

Transporting Students from Center Back Home:

Students participating in the ACE program will be directly dismissed from their school day to Project **Start²** located on their home Texans Can campus. As such, students will not require transportation to the center immediately after school. However, once daily after school programming ends, students will have the option of securing their own transportation or utilizing transportation options provided by Texans Can. Texans Can will provide daily busing of Project **Start²** youth participants from the Center back home throughout the regular school year (fall and spring semesters) and during summer programming. Additionally, Texans Can will offer public transit tokens for students who prefer to utilize city bus transportation to return home.

Student Travel to and from Project Start² Off-Site Activities:

As a part of Project **Start²**, Texans Can buses will provide all transportation services for all participating students of both after-school and summer academic, enrichment and college and workforce readiness activities. Texans Can will also provide daily busing of students after all project activities, including off-site community service project activities or educational field trips. Further, during activities located in areas other than the home center site, Texans Can will provide transportation from the location back to the home center site. Throughout all transport of students to and from centers and activities, bus safety policies will be enforced as well as required student supervisory ratio. In addition, Texans Can will provide transportation assistance (public transit tokens, etc.), as needed, to families participating in adult education, family literacy and similar activities provided through Project **Start²**.

Transportation Guidelines and Policies: Project **Start²** will follow Texans Can's transportation guidelines, policies, and procedures in the safe and timely transporting of students. Texans Can is committed to providing safe, reliable and professional transportation services for its students according to the parameters set forth by the charter's policy and in adherence to applicable State and Federal Laws. Emergency protocols for any unanticipated transportation incidents will be implemented at each center in accordance with approved emergency policies and procedures of Texans Can.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057804

Amendment # (for amendments only):

Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores). **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Texans Can is a progressive, dynamic charter/LEA immersed in a family-centered community. Texans Can takes pride in embracing individuals of all ages (as appropriate), races, and ethnicities as volunteers to its schools and communities. Texans Can understands that every member of their team contributes to the success of its students and actively seeks the support of appropriately qualified volunteers who are will support the charter's mission to *educate ALL students to become lifelong learners and productive citizens in a global society.*

Screening and Placing Volunteers: Texans Can understands that the use of volunteers is encouraged and can help provide students with an adult advocate, which is emphasized in best practice research on out-of-school time as well as a critical success factor for Texas ACE. As such, Texans Can will execute safe, structured volunteer programs. As delineated in the Texas ACE Blueprint, and in accordance with Senate Bill 9, all volunteers who will have direct interaction with children and youth in the program must be fingerprinted and undergo a criminal background check in order to ensure the safety of all children served in the program. Texans Can will refer to charter agency policies regarding fingerprinting procedures. Texans Can implements several volunteer programs to support its wide array of student, parent, and community programming. Interested individuals will be screened for qualifications and interests prior to placement and will be assigned by appropriateness, interest, experience, knowledge, and need for support in volunteer opportunities.

Project Start² Senior Volunteer Program: Project Start² will provide extended evening activities and programs for both students and parents through a peer education volunteer model. Qualified senior citizens will be trained to be effective volunteers in after-school, weekend, and summer activities with both students and parents. Texans Can has forged numerous alliances with parents, community residents, local organizations, and volunteers including senior citizens. Through these volunteers, Texans Can staff and educators have received numerous hours of support that included teacher coaching, mentoring and leadership training, acquisition of equipment, supplies, materials, technology, facilities, tutoring, mentoring, advising, monitoring, and leadership training services provided directly to students and parents. The Project Start² Project Director will utilize many of Texans Can's partnerships and current senior volunteers, a majority of which are retired educators, to assist with out-of-school programming that could include literacy and numeric education, enrichment activities, social development, decision-making, homework assistances, ESL classes, financial literacy, etc. Recruitment of qualified senior volunteers will be ongoing through current seniors, educators, volunteers, local broadcast (television and radio), presentations at local organizations and events, dissemination of flyers, brochures, newsletters, etc.

Project Start² Professional Volunteer Program: Texans Can, Dallas County CC, and Tarrant County CC are proud to have the support of professional organizations (Chambers of Commerce, etc.), businesses (financial institutions, etc.), educational institutions, non-profit organizations, and leaders throughout their respective region and are able to turn to these partners for volunteer support. This partnership will solicit volunteer support from these enhance the quality of Project Start² activities and services. Examples of volunteer opportunities include, but are not limited to, supporting in the dissemination of knowledge and information through a Career Speaker Series providing presentations on in-demand careers, College and Career Readiness, Financial Literacy and Financial Aid Workshops, etc.

Parent Involvement Council (PIC): In preparation of Project Start², Texans Can received exceptional support from parents and the local community that have and will continue to fully support this after-school initiative. Many years of research indicate that involving families and the community contributes to children's academic and social success. According to the Child Trends Data Bank, Parental Involvement in Schools Report (2013), students with parents who are involved in their school tend to have fewer behavioral problems and better academic performance, and are more likely to complete high school than students whose parents are not involved in their school. As such, Project Start² Project Director, Site Coordinators, and Family Engagement Specialist will actively engage parents to participate in the voluntary Parent Involvement Council (PIC). Led and operated by parents, the PIC will meet monthly and will be provide valuable feedback and recommendations on program services as well as given opportunities to volunteer in a wide array of Project Start² activities and events. Volunteer opportunities will include, but not be limited to: mentoring and tutoring students, assisting in the coordination of college and career readiness activities, assisting with the conceptualization, organization, and implementation of community service learning projects and social-emotional learning activities. PIC members will also support parent engagement, outreach, and skills training to support positive parent/youth communication. Peer-to-peer training will be provided and may include tips on accessing community resources for your child and family, college readiness, financial aid/financial literacy, increasing involvement in their child's learning, and parenting skills building.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Preliminary Plan for Center Sustainability: Plans of sustainability of Project *Start²* will be an ongoing focus of Texans Can and its key partners (Dallas County CC, Tarrant County CC) and will be begin immediately upon contract award. Collectively, these organizations will develop locally-coordinated realistic strategies for continuing of this high-quality program after funding ends. During Year 1, Texans Can and partners will develop preliminary sustainability plans and progress assessments. Sustainability initiatives that Texans Can will work to achieve include: Attaining ACE Advisory Council's (AAC) support and guidance in sustainability efforts; Developing and refining center-level logic models and local program evaluation support to document the program's operations and results and provide tools for continuous program improvement; and access TEA state-level resources which assist programs to implement sustainability strategies. Provided below are details on how Texans Can and partners will implement Project *Start²* sustainability efforts.

Leadership and Board Endorsement: Project *Start²* is endorsed from the top leadership of Texans Can, including its CEO and the Chief of Schools. Thus, campus administrators will provide planning and guidance time at no-cost to the program. Additionally, Texans Can's Board of Trustees unanimously endorse this initiative and 100% of Trustees have committed to its sustainability over time when grant funding ends as validated by the attached **Board letters of support**.

Building Systemic Infrastructure of Expanded Learning Opportunities: Texans Can and partners will utilize Texas 21st CCLC funds to build and expand upon its systemic infrastructure of expanded learning opportunities. Having successfully operated a Cycle 8 ACE Program for the past 5 years, Texans Can has already established a strong organizational base and systemic infrastructure for Project *Start²* (for example, policies, procedures, systems, schedules all in place, partners know their roles and are comfortable in them, etc.). Project *Start²* will be housed at corporate office in Dallas, under the division of federal, state, and local grants. Establishing a strong organizational foundation fosters sustainability. Thus this division strongly advocates and has access to an array of student programs and resources within Texans Can that will be maximized for students which ultimately begin the planning for sustainability. Currently, all eight (8) campuses will host the 21st CCLC centers at their facilities at no-cost to the program.

Addressing Local Needs and Resources to Achieve Sustainability: Texans Can and partners will work with service providers and community stakeholders to develop sustainability plans that address unique local needs, consider local resources, and demonstrate how Project *Start²* will achieve sustainability. Texans Can will ensure that the needs of the community are driving this program and that the community is aware of program benefits and contributions to the community. Texans Can will undertake an ongoing assessment of the community's local resources to identify potential supporters of Project *Start²*. For instance, the Project Director will regularly invite representatives from local businesses and community organizations to visit each center and observe ongoing activities, learning, and engagement taking place. The Project Director will also keep local businesses and organizations informed about successful Project *Start²* services, activities and outcomes. Community residents, parents, business representatives, and service providers will also be invited to participate in the ACE Advisory Council (AAC) to plan and systematically assist in the sustainability and stability of Project *Start²*. All these elements will ensure that a broad diversity perspective is brought to the Centers including the possibility of schools adopting these practices, institutionalizing strategies, programs, and seeking other funding.

Leveraging Resources and Partnerships to Support Project *Start²* Programming: In the design and conceptualization of Project *Start²*, Texans Can and partners developed plans to leverage and coordinate resources in support of the program throughout the life of the grant. Texans Can and partners will bring multiple resources to the program (at no cost to the grant) which can be leveraged including, but not limited to, use of facilities and utilities, administrative and organizational support, staff time, educational resources, etc. Additionally, key service providers were strategically selected for their expertise and experience that increase the capacity of Project *Start²* campuses to continue offering services to students and that can be leveraged to support programming. Several providers have agreed to help sustain programming through in-kind contributions such as staff support, facility space, curriculum, educational and socio-emotional learning materials, youth activity program designs, equipment, supplies, copies, snacks and other resources.

External Funding Support: Texans Can's Development Team is well adept at raising millions of dollars to sustain its worthwhile and much needed programs and will commence extensive efforts to identify and secure grant funding from federal, state, and private resources, foundations, and corporations that can be utilized to support Project *Start²* when grant funding ends. Texans Can will also initiate an extensive donor campaign to secure funding from local businesses, philanthropists, and foundations. Texans Can and partners will continue to work toward sustainability throughout the life of the grant so that when funding ends, Project *Start²* can continue to serve students and families most in need.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Coordination of Efforts for Effective Use of Resources: Texans Can's general practices have always been to implement and sustain promising educational programs through the effective coordination of available resources. In doing so, Texans Can will coordinate public resources from federal, state, and local programs to supplement Project **Start²** and vice versa. As discussed, Texans Can's Board of Trustees and corporate and campus leadership strongly advocate for this project. As such, the charter is eager to coordinate efforts of its current programs and resources within Texans Can to supplement Project **Start²** as well as existing programs and services on participating campuses.

Texans Can receives federal funding through Title I, Title II, School Improvement, and IDEA grants, state general funds, and grants from private and local funding. Additionally, Texans Can currently receives state funding through TEA for an Educator Excellence Innovation Program (EEIP) and federal funding from the US Department of Education to support a Teacher Incentive Fund (TIF). As part of these grants, the charter receives hundreds of thousands of dollars to provide a wide array of professional development for educators to expand their pedagogy in various academic areas and, in turn, improve overall student achievement and performance. Texans Can also receives federal funding from the US Department of Education through an Innovative Approaches to Literacy (IAL) Program which supports high-quality programs designed to develop and improve literacy skills for children and students from birth through 12th grade in high-need local educational agencies and schools. Funding is designed to enhance youths' literacy skills development and increase student achievement. Private funding is also leveraged through Federal Express, Charity Ball Associates, Walmart, and Cars for Kids – Texans Can's highly successful 501c3 charity business enterprise. With profits from Cars for Kids, millions of dollars are obtained and, in turn, disseminated at each of the charter's campuses and made available to support much needed educational services and interventions. Cars for Kids is the only charity owned and operated car donation program through which 100% of the NET proceeds go directly back to their schools, students, parents, educators, and community.

During the planning stages and the development of the Project **Start²** design, the planning team, including key partners and stakeholders, assessed current funding streams to identify the most relevant funding sources that would be leveraged to add-value to the program while overall effectively benefitting the students and parents. The following resources were identified to support the coordination of public resources (Total Annual Leverage \$462,000):

Federal	State	Private & Local
Title I – \$100,000	General Fund – \$85,000	Car for Kids Fund – \$90,000
Title II – \$ 60,000		Federal Express – \$30,000
School Improvement Fund – \$32,000		Charity Ball Associates – \$10,000
IDEA – \$50,000		Wal-Mart – \$5,000

As determined during the strategizing phase, these resources will be allocated towards student and parent activities, administrative support, security, janitorial, support staff, teachers, facilities, utilities, classroom space, equipment, technology, supplies, library, computers, etc. To further ensure the most effective use of public resources, Project **Start²** program administration will be located at the Texans Can corporate office in Dallas, under the division of federal, state, and local grants with the TIF, EEIP, and IAL programs described above. This configuration will not only maximize resources and services currently available for students and parents but will allow the Project Director to coordinate access to a variety of funding sources and partner organization services being provided at the participating campuses. **All resources will supplement, not supplant local, state, or federal expenditures or activities.** All participating Texans Can campuses will provide use of all its facilities, classrooms, and administrative services for participating teachers, students, parents, and staff at no-cost to the grant. Additionally, Texans Can's Chief of Schools, Human Resources, and Accounting Departments will provide oversight and support to the program at no cost to the grant. Further, with the exception of requested items delineated in the budget narrative, Texans Can participating campuses will provide items such as, but not limited to: computer labs, libraries, gymnasium, security and janitorial services, SMARTboards, math and science lab supplies, software, text books, etc. Key partners (Dallas County CC, Tarrant County CC) and service providers (Big Thought, City of Dallas & City of Fort Worth Parks & Recreation, Workforce Solutions, Fit and Faithful Living, Code Steam Studios, Texas A&M Agrilife, Wings for Women and Families, etc.) will also contribute curriculum, educational and socio-emotional learning materials, youth activity program designs, equipment, supplies, snacks and other resources to support Project **Start²** activities that will be validated in a formal Memorandum of Agreement (MOA) upon award of contract.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 057804

Amendment # (for amendments only):

TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.

Center 1	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Dallas Can Academy, Ross Avenue 4621 Ross Avenue Dallas, TX 75204		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input checked="" type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	9-digit campus ID number: 057804001				<input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12	
	Cost per student: \$781					
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
	150		50			
	Feeder school #1		Feeder school #2		Feeder school #3	
	Campus name					
9-digit campus ID number						
Estimated transportation time						
Center 2	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Dallas Can Academy, Oak Cliff 325 West 12 th Street Dallas, TX 75208		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	9-digit campus ID number: 057804002				<input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12	
	Cost per student: \$781					
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
	150		50			
	Feeder school #1		Feeder school #2		Feeder school #3	
	Campus name					
9-digit campus ID number						
Estimated transportation time						
Center 3	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Dallas Can Academy, Carrollton/Farmer's Branch 2720 Hollandale Farmers Branch, TX 75234		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input checked="" type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	9-digit campus ID number: 057804003				<input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12	
	Cost per student: \$994					
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
	100		40			
	Feeder school #1		Feeder school #2		Feeder school #3	
	Campus name					
9-digit campus ID number						
Estimated transportation time						

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057804

Amendment # (for amendments only):

Center 4	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):		
	Dallas Can Academy, Pleasant Grove 1227 North Masters Drive Dallas, TX 75217		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6		
	9-digit campus ID number: 057804004				<input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12		
	Cost per student: \$781						
	"Regular" student target (to be served 45 days or more annually):		150		Parent/legal guardian target (in proportion with student target):		
					50		
		Feeder school #1		Feeder school #2		Feeder school #3	
Campus name							
9-digit campus ID number							
Estimated transportation time							
Center 5	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):		
	Dallas Can Academy, Grant East 2901 Morgan Drive Dallas, TX 75241		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6		
	9-digit campus ID number: 057804005				<input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12		
	Cost per student: \$994						
	"Regular" student target (to be served 45 days or more annually):		100		Parent/legal guardian target (in proportion with student target):		
					40		
		Feeder school #1		Feeder school #2		Feeder school #3	
Campus name							
9-digit campus ID number							
Estimated transportation time							
Center 6	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):		
	Garland Can Academy 2256 Arapaho Rd Garland, TX 75044		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6		
	9-digit campus ID number: 057804013				<input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12		
	Cost per student: \$994						
	"Regular" student target (to be served 45 days or more annually):		100		Parent/legal guardian target (in proportion with student target):		
					40		
		Feeder school #1		Feeder school #2		Feeder school #3	
Campus name							
9-digit campus ID number							
Estimated transportation time							

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057804

Amendment # (for amendments only):

Center 7	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):		
	Fort Worth Can Academy, Lancaster Avenue 1316 Lancaster Avenue Fort Worth, TX 76102		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12		
	9-digit campus ID number:	057804008					
	Cost per student	\$994					
	"Regular" student target (to be served 45 days or more annually):		100		Parent/legal guardian target (in proportion with student target):		
					40		
		Feeder school #1		Feeder school #2		Feeder school #3	
Campus name							
9-digit campus ID number							
Estimated transportation time							
Center 8	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):		
	Fort Worth Can Academy, Westcreek 6620 Westcreek Drive Fort Worth, TX 76133		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12		
	9-digit campus ID number:	057804008					
	Cost per student	\$863					
	"Regular" student target (to be served 45 days or more annually):		125		Parent/legal guardian target (in proportion with student target):		
					40		
		Feeder school #1		Feeder school #2		Feeder school #3	
Campus name							
9-digit campus ID number							
Estimated transportation time							
Center 9	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):		
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
	9-digit campus ID number:						
	Cost per student	\$					
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):		
		Feeder school #1		Feeder school #2		Feeder school #3	
Campus name							
9-digit campus ID number							
Estimated transportation time							

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057804		Amendment # (for amendments only):		
Center 10	Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):	
		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:			
	Cost per student	\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):	
		Feeder school #1	Feeder school #2	Feeder school #3
	Campus name:			
9-digit campus ID number				
Estimated transportation time				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057804

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Management Plan: Texans Can, as the lead and fiscal agent, has the sole responsibility of administering and managing the 21st CCLC grant. Texans Can, partners Dallas County CC and Tarrant County CC, and the eight (8) participating schools collectively pledge their commitment, personnel, resources, facilities, work space, and active participation to ensure Project **Start²** is an integral part of its daily operations and administrative procedures. Texans Can will use its experience, leadership, and knowledge in the management of Project **Start²** and will incorporate all essential control functions and oversight to ensure effective implementation. These functions will include on-going planning, financial accountability, communications, reporting, information management, human resources, resource allocation, evaluation, and continuous improvement mechanisms. These functions will ensure delivery of accessible, quality, coordinated, age-appropriate, and culturally relevant instructional services to participants. Further, Texans Can will collaborate with internal federal, state, and local programs to maximize resources for the program. Project **Start²** will fall under the oversight of Texan Can's Chief of Schools and will be directly supervised by a highly experienced, full-time Project Director, Ms. Mattie Richardson. Ms. Richardson has successfully overseen Texan Can's Cycle 8 ACE Program for the past five years and has over 17 years of experience managing federal and state educational programs including multi-center ACE programs and programs with budgets of this magnitude. The Chief of Schools and Project Director will provide the overall leadership and oversight to ensure high-quality programming is being provided to participants. Eight (8) Site Coordinators will be hired to coordinate and ensure high-quality project services are being implemented effectively at each center and regularly monitor centers onsite to personally witness interaction and review rosters. One (1) Family Engagement Specialist will be responsible for planning, coordinating, and implementing culturally relevant family programming at each site. Teachers will be hired to deliver high-quality instruction to participating students that is aligned to classroom instruction. Para-professionals and tutors will also be hired to provide additional coaching, guidance, and support to students and parents.

Program Monitoring and Communication: The Project Director will establish and utilize a timeline as a guide to ensure the timely implementation of program services and achievement of outcomes. To maintain accountability and to ensure the program is being effective and efficient, the Project Director will maintain a high level of open and clear communication and work closely with staff, educators, and stakeholders to ensure full implementation and oversight of program activities. The Project Director, Project **Start²** staff, and partners will meet monthly to review timeline, outcomes, and campus level data to guide effective decision-making and assess program progress, accomplishments, challenges, and areas needing immediate attention for program improvement. When milestones are not met, the teams will develop an action plan. Texans Can's ACE Advisory Council (AAC) will also provide guidance in Project **Start²** operations and programming. To ensure diversity of perspectives, the AAC will meet monthly and play a critical role in the implementation, oversight, budgeting, coordination, evaluation, continuous improvement, and sustainability of Project **Start²**. Additionally, on a daily basis the Project Director will require email updates from staff, partners, and contracted service providers as to the progress, potential obstacles, lessons learned and to plan imminent activities.

Professional Development: Texans Can will require Project **Start²** center-level staff, and educators to participate in regular year-round capacity building activities, including training and other opportunities offered by the Texas ACE© program, to continuously update their knowledge, skills, attitudes, and approaches.

Center Operations: Project **Start²** will be hosted at eight (8) Texans Can campuses/community learning centers throughout Dallas, Fort Worth, and Garland serving 975 students in grades 9-12 and 350 parents. **Regular School Year Schedule:** ACE Program services will be implemented for a minimum of 3 hours per day, Monday – Thursday and 3 hours on Saturday (15 hours per week) for 29 weeks during the regular school year. Project **Start²** regular school year activities will begin effective August 27, 2018, and will continue through the end of the school year on April 26, 2019. The program will not operate during school holidays, the Winter Break, or Spring Break.

Summer Schedule: Project **Start²** will also provide a Summer Learning Institute for 6 weeks from May 27, 2019 – July 5, 2019. The Summer Learning Institute will operate Monday – Thursday for 4 hours per day (16 hours per week).

Budget Plan and Fiscal Monitoring: Texans Can developed the proposed budget plan in accordance with TEA's Texas 21st CCLC Program Guidelines. Texans Can and partners are requesting a reasonable amount of funding necessary to: 1) meet program objectives and student service targets and 2) meet grant requirements without exceeding the maximum amount allowed per budget component including grantee-level and center-level fixed costs and per student costs. Budget items are reasonable and necessary in order to carry out project objectives and activities. **ACE funds will supplement, not supplant, programs and services provided with local or state funds.** The Project Director will also work with Texan Can's Accounting Department to track and oversee project expenditures. This will include regular meetings with the Accounting Department to review actual expenditures against proposed costs and to implement program revisions when appropriate to maximize resources.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057804

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Project Evaluation: Evaluation of Project *Start²* will be conducted by an independent evaluator and will consist of both a formative and summative evaluation based on the processes outlined in the Texas ACE Blueprint. Each year, formative evaluation will focus on addressing whether or not project activities are being implemented as planned and whether the project is making progress toward achieving Texas ACE objectives to improve the following: 1) Academic Performance; 2) School Day Attendance; 3) Positive Behavior; 4) Grade Promotion Rates; and 5) Graduation Rate. Formative data will be useful in analyzing current data, learning materials, student learning achievements, and effectiveness of program activities and services. In addition to the performance measures referenced above, a summative evaluation will determine whether or not Project *Start²* brings about the following impacts: increased utilization of school sites beyond "normal" school hours in a safe environment; reduced numbers of unsupervised children in afternoons, on weekends and in the summer; reduced actual and/or potential numbers of students engaging in drug abuse activities, and in juvenile crime, and disciplinary incidents; raised student academic skill levels and performance on standardized tests (STAAR) through aggressive on-going student recruitment and intentional well-planned activities with the day campus teachers, counselors, and administration that target student academic needs; and increased parental involvement. Annual evaluation data will be compared to baseline data for each performance measure.

Data Collection: The evaluator will assess program effectiveness by collecting both program-level data and student-level data. A variety of methods will be used to gather both qualitative and quantitative data for the formative and summative evaluation (in compliance with FERPA) including: 1) annual stakeholder surveys of participating students, parents, teachers, project staff, partners, and contractual alliances at each center containing both closed-ended items and open-ended questions (annually); 2) participation logs at each center (daily); 3) activity logs of all activities at each center (weekly); 4) types of student programs, teachers' professional development activities, and adult training activities [topics, frequency, participation rates, and competencies gained of each participant] (weekly); 5) number of students and parents served at each center (weekly); 6) comparison of pre-post records of participating students' performance in reference to attendance patterns, course grades, graduation rates, grade promotion, internal behavioral and disciplinary actions, and dropout or transfer rates (monthly and semi-annually); 7) formal and informal observations by project staff, teachers, partners, and school administrators (quarterly); 8) type of curriculum utilized (weekly); and 9) other related program data to measure performance targets (monthly). The evaluator will also assess program effectiveness on student achievement results by analyzing student-level academic data including, but not limited to: student grades; annual STAAR-EOC results; Texas Academic Performance Report (TAPR) results; graduation/promotion records; etc. Pre- and post-program surveys will be administered to classroom teachers, students, and parents to collect baseline data (pre-survey) compared to post-program results, assessing the extent to which activities were successful in achieving proposed performance measures. The evaluation design will also solicit community, partner, staff, teachers, student/parent feedback through coordinated surveys, focus groups, and formal interviews to solicit additional feedback and recommendations. The evaluator will analyze data on a quarterly basis to assess program strengths and weaknesses and recommend program modifications to enhance services, as needed. Annual evaluation data will be compared to baseline data for each performance measure.

Using program evaluation results to improve program operations and quality: Texans Can and Project *Start²* staff will use evaluation findings to refine, improve, and strengthen the program. The evaluator will analyze data on a quarterly basis to yield timely feedback to Site Coordinators and the Project Director as a resource in data-driven decision-making. Ongoing formative evaluation will ensure each Center effectively achieves its goals and measurable objectives in a timely manner. When problems or issues are identified, the evaluator will immediately meet with the Project Director, Site Coordinators, and Principals to discuss recommendations and develop a formal plan of action to resolve or alter the service delivery for continuous improvement. The evaluator will conduct quarterly reviews and produce reports for Texans Can Administrators (Chief of Schools, Principals) and ACE Program staff (Project Director, Site Coordinators). Evaluation data, reports, and evaluator recommendations will be used by Project Director to support future data-driven program decisions.

Adjustment of program plans to achieve program compliance: To further support continuous improvement and program compliance with Texas ACE objectives, the Project Director will meet with the ACE team weekly to assess weekly progress and challenges and solicit feedback, ideas, and input into program operation. In the event that deficiencies, issues, barriers, or problems are identified that may hinder program success or compliance, information will be shared between ACE Program staff and school administrators (Chief of Schools, Principals) and an action plan to address the areas will be developed. Changes will be documented and communicated to administrative staff, teachers, students, and parents through emails, hard copy letters/memos, and/or announcements at ACE Program activities.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 057804		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057804

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057804

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F02	Provide interpreters at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F03	Provide captioned video material	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F04	Provide program materials and information in visual format	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 057804

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Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule regardless of whether any private nonprofit schools are participating in the program.

Failure to complete this schedule will result in an applicant being disqualified.

Questions

1. Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant? ☐ Yes ☐ No

- If your answer to this question is yes you must answer question #2 below.
- If your answer to this questions is no, you do not address question #2 or the assurances below.

2. Are any private nonprofit schools participating in the grant? ☐ Yes ☐ No

- If your answer to this question is yes, you must read and check the box next to each of the assurances below.
- If your answer to this question is no, you do not address the assurances below.

Assurances

- ☐ The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
- ☐ The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
- ☐ The applicant assures that the total grant award requested on **Schedule #6—Program Budget Summary** includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

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